

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter discusses the summary of the whole paper and some suggestions that concern on methodological point for further research and practical use for those who want to apply this media.

5.1. Conclusion

Based on the research finding and discussion, it can be concluded that playing the computer game entitled Nancy Drew: the Creature of Kapu Cave is assumed to some extent effective to enhance students' ability in mastering vocabularies. The explanations are discussed below.

5.1.1. Playing Computer Game can improve students' ability in mastering vocabularies

Common strategies for learning vocabularies such as flash card normally just shares the common childhood experience of having to "go look up the words in a dictionary, write the definition, and then write a sentence using the term", but how much of that vocabulary remains unforgettable?. This condition arouses researchers' interest to create the most effective strategies and techniques for teaching vocabulary.

Related to that effective vocabulary teaching, Melka (1995), Nation and Waring (1995) and Nagy (2005) offer strategies which combine technology (CALL) with language learning. One of the strategies is the use of computer game as a vocabulary learning media.

The use of computer game as a learning media has been proven by Walton (1999), Uberman (2007), and other researchers. They believe that computer game encourages, entertains, teaches and promotes fluency. At least, game is used to show students the beauty of foreign language they learnt, not just a problem that at times seems overwhelming. Game is also developmental, educational, social and fun.

As the result of applying the media to junior high school students in Pamulihan, Sumedang, the students' ability in mastering vocabulary between those who learnt using a computer game and those who did not are different statistically.

It is found that the scores of post-test between control and experimental classes are different significantly. It is proven from the computation of *t-test* of both pre-test and post-test scores. In the beginning, experimental and control classes statistically were in the same level. It can be seen on the result of homogeneity test using Bartlett formula and *t-test* (see chapter 3).

However, after several treatments applied to experimental class, and both classes were tested again using similar test, their scores relatively improve. Furthermore,

the difference of experimental class is better than control class. The improvement is assumed to be significant with the 5% level of error. It is proven by the result of *t-observed* 2.179. The result is higher than *t-table* 2.042 for degree of freedom 30.

Since *null-hypothesis* was used for this research, the result shows that the hypothesis was rejected. It means for some extends experimental class and control class have different ability in mastering vocabulary statistically. In addition, it was verified that experimental class has better score than control class in terms of mastering vocabulary as the positive result of *t-observed*.

In sum, playing this game for some extent is proven effective to provide students another vocabulary learning media that creates joyful learning in the classroom activity.

5.1.2. Factors Affecting the Differences

The statistical computation in previous chapter shows the differences in term of scores between experimental class and control class. While students' assumptions toward the game are shown from the result of questionnaire and interview were held after the post test.

The fact that all of the participants have ever played computer game drives the assumption that actually teachers have a giant access to develop learning material using technology. Of which, the great learning aids are offered using various ways

with actual source of language provided by native speakers of English without really inviting them to the classroom.

Furthermore, students' interest and learning time span are raised by playing game (see figure 4.3.). Implicitly, those factors were assumed forced students to learn new vocabularies by their own will. They searched those new terms because they needed them. In which, it is closely related to one part of acquisition (Ellis, 1994).

Unfortunately this method failed to create productive vocabulary learning (Nation, 2005) alone. In consequences, a tutor or a guide is needed to direct and to review the gained vocabulary, so that, the method is effective and applicative as one part of vocabulary learning media for junior secondary high school students.

5.2. Suggestions

Although this method created some improvements for students to master vocabulary as it is shown in conclusion, still, further researches related to this method are needed. Some suggestions for those who want to do further research or want to apply the media are discussed below.

Generally, this method is a branch of Computer Assisted Language Learning (CALL), so that the weaknesses in CALL occur in this method too. For instance, if there are goals, it is little change for the teacher to reach them without guides or

tutors. So, instead of choosing suitable computer game to apply, choosing suitable guides or tutors are also needed.

This research only dealt with vocabulary aspect with only one kind of computer game, so that researches which deal with other language areas such as pronunciation, dictation, or even for language skills are needed. Moreover, a larger sample area is required to test the external reliability of this research, since it only employed 20 samples in one junior high school.

Meanwhile, for practitioners who want to try applying this as vocabulary learning media, several considerations are needed. Although it seems that applying this media is rather easy, still, teachers or guides are needed to control them. It is because in some scene the game contains various difference values with students' own culture.

The most important thing when applying this game is teachers or guides should consider and focus on the aim of this media or the syllabus. Since game is mostly joyful, to keep students to the learning goals/aims, this game is suggested to be as a part of learning not becomes the main material. Because of that, using this game as media is only suggested not to be used in whole semester. So, the function of the media to break students' boredom and to create joyful learning is achieved without bothering language learning goals in an institution.